

South Carolina Department of Education
Division of District and Community Services
Office of Safe Schools and Youth Services

2007–08 Request for Proposals (RFP)

21st Century Community Learning Centers
Competitive Subgrants
Authorized under Title IV, Part B of the
No Child Left Behind Act of 2001



Deadline for Receipt of Applications:
5:00 p.m., Friday, April 20, 2007

James H. Rex
State Superintendent of Education

Dr. Cleo Richardson
Deputy Superintendent
Division of District and Community Services

Ms. Yvonne McBride
Director
Office of Safe Schools and Youth Services

Contact Person:

Ms. Gretchen D. Barron
3710 Landmark Drive, Suite 206
Columbia, South Carolina 29204
803-734-8458
E-mail: gbarron@ed.sc.gov

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PART I: GENERAL INFORMATION

A. Background and Purpose

The 21st Century Community Learning Centers program (CCLC) subgrants are authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. The purposes of this important program are to create or expand community learning centers that provide academic enrichment opportunities to assist students, particularly those who attend high-poverty and low-performing schools, in meeting state and local standards in core academic subjects; to offer students a broad array of enrichment activities that can complement their regular academic programs; and to offer literacy and other educational services to the families of participating children.

B. Definitions of Terms Used

A collaborative partner provides routine, regular, and on-going services to the program (for example, the regular use of facilities and equipment, mentors/tutors, etc.). A collaborative partner plays a critical role in sustaining the program as grant funds decrease.

A consortium, for purposes of this competition, is defined as any combination of collaborating partners that includes at least two public school districts and proposes to serve a minimum of 125 participants per district for a minimum total of 250 students.

A contractual agreement must include all expenses stemming from agreements with other organizations or businesses to provide grant project services. This signed document must include the name and address of the organization providing the service, what type of service will be rendered, how often the services will be provided, and how much the service will cost.

Joint applicant, for the purposes of this competition, is at least two organizations, one of which must be a school or district.

A recompeting applicant is an organization that previously received and completed a four-year, state-administered 21st CCLC grant and that is now applying for new funding in this grant cycle.

Schools identified for improvement (pursuant to Section 1116 of Title I)—see list at <http://www.ed.sc.gov/>.

Scientifically based research refers to research involving the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Scientifically based research

- Employs systematic, empirical methods that draw on observation or experiment
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn

- Relies on measurements or observation methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experimental, or other designs to the extent that those designs contain within-condition or across-condition controls
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on their findings
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

A single applicant, for purposes of this competition, is defined as one organization applying for funding.

A supporter, in contrast to a collaborative partner, provides occasional assistance (for example, a monthly/quarterly speaker, the use of a facility for a special occasion, etc.). A supporter may or may not play a role in sustaining the program as grant funds decrease. A letter of support from each supporter must be included in the appendices of the application.

Title I schools have at least a 40% student population eligible for free or reduced-price lunch and currently receive or are eligible to receive Title I funds from the SDE.

C. Eligibility

A single public school district, individual public school, community-based organization, faith-based organization, other public or private organizations, a partnership of two of such organizations, or a consortium of partners are eligible to apply for these funds. Partnerships and consortia will receive priority consideration in funding decisions.

Priority will be given to applications for programs: 1) that target services to students who attend schools identified as in need of improvement under Section 1116 of Title I and 2) that are submitted jointly by at least one public school district and either one community-based organization, faith-based organization, or other public or private organization.

D. Estimated Available Funds

The South Carolina Department of Education (SDE) will award approximately \$4.1 million in subgrants, subject to the availability of funds, for the purpose of establishing or expanding activities in community learning centers.

E. Estimated Range and Size of Awards

An applicant may request an amount less than the maximum allowed, but by law the minimum amount that may be awarded to a grantee in any grant year is \$50,000. The following two tables fully describe, by applicant type, the maximum funding available for proposed CCLC programs. Regardless of the initial funding amount, all programs will incur a 25% decrease in funding in year three and a 15% decrease in funding in year four, unless such a decrease reduces the amount of funding to less than \$50,000.

**Table 1: Applicant Types and Funding Limits for
Programs Operating 12 or More Hours Per Week**

Applicant Type	Hours of Operation per Week	Program Year	Maximum Request
Single or Joint	12 or more	Year One	\$200,000
		Year Two	\$200,000
		Year Three*	\$150,000
		Year Four*	\$127,500
Consortium	12 or more	Year One	\$300,000
		Year Two	\$300,000
		Year Three*	\$225,000
		Year Four*	\$191,250

**Table 2: Applicant Types and Funding Limits for
Programs Operating at Least 9 But Less Than 12 Hours Per Week**

Applicant Type	Hours of Operation per Week	Program Year	Maximum Request
Single or Joint	9–11	Year One	\$170,000
		Year Two	\$170,000
		Year Three*	\$127,500
		Year Four*	\$108,375
Consortium	9–11	Year One	\$255,000
		Year Two	\$255,000
		Year Three*	\$191,250
		Year Four*	\$162,562

F. Funding Restrictions

Applications that propose to serve a population of students who attend a school currently being funded by the 21st CCLC program will not be considered for funding.

Programs will not be permitted to reduce the scope of their services to compensate for the decrease in 21st CCLC funds in years three and four. Programs are expected to provide the same (or higher) level of services to the same number of students for the same number of hours for the same number of weeks as indicated in the approved grant application.

G. Distribution of Subgrants

To the extent practical, the SDE will award subgrants equitably among geographic regions within the state, including rural and urban communities.

H. Funding Period

The grant period will begin August 1, 2007, and end July 31, 2008. The 21st Century Community Learning Centers subgrants may be awarded for periods of up to four years at the discretion of the SDE. Continued funding is subject to the submission of required reports, the determination by the SDE that substantial progress has been made towards meeting project objectives, and the availability of funds. No program will be authorized to continue operating after the first year without an official letter of continuation from the SDE.

The grantee may obligate funds upon receipt of the grant award notice. However, no funds will be disbursed until after the beginning of the grant period (August 1, 2007).

I. Program Requirements

Applicants must propose to serve students who attend schools that receive, or are eligible to receive, Title I school wide assistance.

All approved programs must start no later than 30 days after the beginning of the 2007–08 academic year and must operate at least nine hours per week. The days of operation must be consistent from week to week and may include hours before and after school and on the weekend. If a program chooses to operate before school, it may only operate for a maximum of two hours per week; the remaining hours of operation must be after school.

Additionally, all approved programs must provide supplemental academic instruction designed to help students meet state and local standards in the core content areas such as reading, math, and science. The supplemental academic instruction must correlate with the South Carolina Curriculum Standards.-

Grantees must use the U.S. Department of Education’s Principles of Effectiveness as a guide to identify and implement programs and activities that are based on rigorous scientific research. To meet the Principles of Effectiveness, a program or activity must be based upon

- An assessment of objective data regarding the need for before- and after-school programs and activities (including summer school programs) in such schools and communities
- An established set of performance measures aimed at ensuring the availability of quality opportunities for academic enrichment
- Scientifically based research, if appropriate, that provides evidence that the program will help students meet state and local standards.

J. Authorized Activities

Funds must be used to raise student achievement through activities before school, after school, on the weekend, and/ or during the summer. All funded programs must have an after-school component. Funds from these subgrants will be used to

- Provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to assist them in meeting state and local standards in core academic subjects
- Offer students a broad array of enrichment activities that can complement their regular academic programs
- Offer literacy and other educational services to the families of participating students.

Activities targeting prekindergarten-aged children and adult family members may take place during regular school hours if such times are deemed most suitable for serving these populations.

Grantees may provide services at the public school or any other location that is at least as available and accessible as the school.

Funds may be used for the following activities designed to improve student achievement:

- Remedial education activities and academic enrichment learning programs, including additional assistance to students to allow them to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide after-school activities emphasizing language skills and academic achievement for limited English proficient students
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement and family literacy

- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence-prevention programs, counseling programs, and character education programs.

K. Unauthorized Activities

Funds may not be used to support activities that occur during the normal school hours unless such activities are targeted to prekindergarten children or the adult family members of the program's participants. Additionally, funds may not be used to cover costs associated with non-educational field trips (namely, amusement or fun parks).

L. Technical Assistance Sessions for Applicants

The Office of Safe Schools and Youth Services will offer regional technical assistance workshops in February from 9:00 a.m. to 1:00 p.m. Interested individuals may register to attend one of the workshops on-line at www.ed.sc.gov. Deadline for registration is February 7, 2007. Applicants are encouraged, but not required, to attend one technical assistance workshop.

City	Date	Location of Session
Charleston	February 13	Summerville Adult Learning Center Auditorium
Columbia	February 14	S. C. Archives and History Center Auditorium
Greenville	February 15	Greenville Technical College Technical Resource Center Auditorium

M. Supplement, Not Supplant

In requesting funding, applicants should remember that all funds awarded must be used to supplement, not supplant, federal, state, and local, and other non-federal funds. In other words, applicants may not use 21st CCLC funds to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

N. Reporting

The grantee will provide project and financial reports on forms supplied by the SDE. The SDE will provide all grant recipients with instructions for completing all reports and deadlines for submitting reports.

Financial reports will be due to the SDE as funds are requested. No award of funds for subsequent years will be made until all required reports, including the financial and end-of-year evaluation reports, have been submitted to the SDE.

Grantees will be required to submit annual outcome-based data for evaluation purposes, including measures for academic performance, attendance (during the regular school year), and positive behavioral changes. Data submitted must include, but are not limited to,

- Student-level data from the annual Palmetto Achievement Challenge Tests (PACT) program
- Student-level data regarding attendance and enrollment in the regular school day program and in the after-school program
- Student-level data on referrals, suspensions, and school safety
- School- and program-level data from surveys
- Qualitative data describing the program, including operational changes, staffing, and a discussion of how the program is meeting its stated objectives.

O. Review and Selection Process

Impartial reviewers will evaluate each application with regard to the quality of the proposed activities and the capability of the applicant to implement the proposed program. The review panel is comprised of experienced grant readers from various professions.

Two reviewers will assess each application using the Selection Criteria, and the scores from each reviewer will be combined to derive a total score for each application. A reviewer may award up to 100 points for each application.

Three competitive priorities have been established for this competition. Applications that meet the criteria specified for each priority will receive additional points for each priority met. The coordinator of the review panel will assign the bonus points. The maximum number of bonus points to be awarded is 15, thereby making 215 the maximum number of points available for each application.

If two reviewers' scores for an application vary by 20 points or more, a third reviewer will assess the application, and the two closest scores will be retained.

Grant awards will be made, subject to the SDE's approval, beginning with the highest scoring application and progressing downward until all available funds are used. After the selection process, copies of the reviewers' comments and score sheets will be sent to the individual identified as the contact person on the Cover Page (located on page 19).

P. Timeline of Subgranting Process

Date	Activity/Action
February 13–15, 2007	SDE conducts technical assistance sessions
Friday, April 20, 2007	Deadline for receipt of applications
June 29, 2007	Grant award notifications, denial letters, and reviewers' comments mailed
August 1, 2007	Grant period begins
No later than 30 days after start of 2007–08 academic year	Approved programs must begin

July 31, 2008	Grant period ends
To be announced	Grantees mail financial and end-of-year evaluation reports

Q. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that the SDE does not fund has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision

R. Deadline and Requirements for Submission

1. Do not enclose the application in a notebook, binder, or folder. Staple the application together in the upper left hand corner or attach a paper clip to each application packet.
2. Incomplete application packets will not be reviewed or considered for funding.
3. Applications that do not adhere to these guidelines and directions will not be reviewed.
4. An original and two copies of the entire application must be submitted.
5. The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, president) for the primary applicant and of the authorized representative for each collaborative partner. Stamped signatures will not be accepted.
6. The application must include only the parts identified on the page titled "Application Content Checklist". Unrequested materials such as videotapes, files on disk, or newspaper clippings will be discarded prior to review.
7. Applications that are faxed or e-mailed will not be accepted.
8. Applications must be received no later than 5:00 p.m., Friday, April 20, 2007. Postmarks have no bearing with respect to this deadline. Send applications to

Gretchen D. Barron, Program Coordinator
South Carolina Department of Education
3710 Landmark Drive, Suite 206
Columbia, South Carolina 29204

PART II: COMPETITIVE PRIORITIES AND SELECTION CRITERIA

A. Competitive Priorities

Three competitive priorities have been established for this competition. Applications that meet the criteria specified for each priority will receive additional points for each priority met. The coordinator of the review panel will assign the competitive priority points after each application has been reviewed by two readers. The maximum number of bonus points to be awarded to an applicant is 15.

Priority 1: Applications that propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) **and** that are submitted jointly between at least one local school district and at least one public or private community organization will be awarded a maximum of five bonus points. An application must meet both conditions to be awarded bonus points.

Priority 2: Applicants that qualify as a consortium will be awarded a maximum of five points.

Priority 3: Applications that propose to operate a minimum of 15 hours per week, Monday through Friday, will be awarded a maximum of 10 bonus points. Applicants who qualify for this priority but fail for any reason to meet the criteria after grants have been awarded will lose funding.

B. Selection Criteria

Topic	Maximum Points Available
Statement of Need	15
Objectives and Evaluation	20
Description of Services	40
Management and Sustainability	25
Budget (this is not scored but must be correct)	
Competitive Priorities	15
TOTAL	115

PART III: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

A. Application Overview

Applications must be organized and labeled in the sequence listed below. Forms referred to are available to download and use in your application packet:

- ☐ Part 1: Cover Page (page 21)
- ☐ Part 2: Application Table of Contents (page 23)
- ☐ Part 3: Program Summary Form (pages 24 and 25)
- ☐ Part 4: Proposal Narrative
 - ☐ Section A: Statement of Need
 - ☐ Section B: Objectives and Evaluation
 - ☐ Section C: Description of Services
 - ☐ Section D: Management and Sustainability
- ☐ Part 5: Budget
 - ☐ Section A: Budget Report Form (page 26)
 - ☐ Section B: Budget Narrative (page 27)
- ☐ Part 6: Request for Tax Identification Number and Certification (page 28)
- ☐ Part 7: Assurances and Terms and Conditions (pages 29–33)
- ☐ Part 8: GEPA Statement (page 34 for guidance)
- ☐ Appendices (include all that are appropriate):
 - Memoranda of Agreement from Collaborative Partners
 - Letters from Supporters
 - Contractual Agreements
 - Detailed Transportation Plan

B. Application Narrative Format

Length of Proposal:	Maximum of 16 pages. This does not include appendices.
Required Font/Font Size:	Times New Roman or Arial /Size 12
Margins:	1" on all sides
Page numbers:	All pages numbered in bottom right corner. This does not include appendices.
Spacing:	Double-spaced. Text in charts may be single-spaced.

C. Project Narrative Content

Section A: Statement of Need (double-spaced; maximum of two pages)

The Statement of Need section must contain the following:

1. The extent to which the application establishes the magnitude and scope of the need for services to be provided to students and their parents/guardians in the community and compelling objective evidence used to document the need.
2. The extent to which the application describes how the proposed services will address the needs of students and the needs of working families. The proposed services must be closely aligned with the identified needs.

The needs assessment is a process of gathering information from all stakeholders that will provide the basis for making decisions about needed services. The needs assessment should be based upon objective data that address the factors that place students at risk for academic failure (e.g., the poverty rates in the community to be served, the number of single-parent households and/or the number of households in which both parents are working during the after-school hours, the prevalence of limited-English-proficient students and adults, the literacy levels of residents in the community). Information about the schools in the community could include school attendance reports, school crime reports, discipline referrals, suspension and expulsion data, student achievement levels, Title I population, and dropout rates in the schools. Survey results or interviews with stakeholders may be used.

Section B: Objectives and Evaluation (double-spaced; maximum of two pages)

This section must begin with a listing of the specific, measurable **objectives** and expected outcomes of the program efforts. Applicants must develop objectives that include and reference academic achievement, behavior, attendance (during the regular school year), family literacy, and sustainability, among other areas of concern.

The **evaluation plan** must describe what types of data will be gathered, how the data will be collected and analyzed, who [identify by position] will be responsible for each data collection, and how the results will be presented to demonstrate that each objective has been met. For each objective, the applicant should also identify by position who will be responsible for preparing the

reports and who will receive these reports. The application must also explain how the collection and analysis of data will be used to improve the overall quality of the program or activity.

NOTE: The SDE will be responsible for the external evaluation of all funded programs. Therefore, no costs associated with an external evaluation should be included in the budget narrative.

Section C: Description of Services (double-spaced; maximum of six pages)

In the **Description of Services** section, the application must provide a clear, concise description of the program's activities for students and their families; a rationale for selecting these activities; and a description of how the partners/collaborators will be involved in implementing these activities. These issues will each be weighted to derive the overall score for this section. Please address the items in the order they are listed in the paragraphs below.

1. A clear description of the activities to be funded with this grant and how the activities are expected to improve student academic achievement.

The applicant should

- a) describe the specific activities that will be undertaken to meet the project objectives;
- b) provide a description of how the proposed academic and enrichment activities are based upon scientifically based research;
- c) discuss how the instructional activities are designed to be innovative and engaging and have been coordinated with activities which occur during the regular school day; and
- d) develop a proposed weekly schedule which reflects adequate duration and frequency of instructional activities.

Note: The number of hours that a program may operate before school may not exceed two hours per week.

2. A description of how the proposed program was developed and will be carried out in active collaboration with other organizations, including local education agencies, community-based organizations, faith-based organizations, and other such public and private organizations.
3. A clear description of the activities that will be provided to address the literacy and related education needs of the participants' families.
4. A signed contractual agreement must be attached for each organization or business that will be providing services to the grant project.

Section D: Management and Sustainability (double-spaced; maximum of three pages)

The **management** subsection must provide evidence that the applicant has the experience and/or success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive development of the students. This evidence includes the applicant's capability and capacity to manage and coordinate the

types of activities described in the grant proposal and to perform the required services on time and within budget. The applicants should highlight success in the management of similar programs. Charts, timetables, and position descriptions for key staff should be used to describe the structure of the project and the procedures for the successful management of the program. How will the applicant ensure that the program is being implemented effectively? How will the applicant resolve challenges and obstacles that arise? This section should also describe the facilities, materials, equipment, and personnel that will be necessary to implement the program effectively.

The **Project Director** should be available to oversee all aspects of the program, including the timely submission of all reports and the regular monitoring of each program site.

The **sustainability** subsection must provide a description of how the community learning center will continue operating after the grant funding ends. An applicant may describe the steps to be taken to create a sustainable plan for the center. Applicants should include an objective pertaining to sustainability of the project. In Section C, “Objectives and Evaluation,” the applicant should explain how this objective will be evaluated.

D. Budget

1. Budget Report Form

Applicants must complete and submit the Budget Report Form (see page 23). All proposed expenditures for the grant period must be included on the annual budget report form and itemized in the budget narrative. Applicants should seek assistance from the local school district finance office to ensure that expenses are properly identified and entered on the budget report form.

NOTE: The SDE will be responsible for the external evaluation of all funded programs. Therefore, no costs associated with an external evaluation should be included in the budget narrative.

A note for Recompeting Applicants: Your application must clearly describe how you will use funds that have been secured through sustainability efforts and combine them with the funds requested to provide a quality program.

The following descriptions identify the services/items that should be budgeted to each category.

Salaries/Stipends (100)

This category includes pay for substitutes, stipends for teachers, and salaries for staff members.

Employee Benefits (200)

FICA, workers' compensation, and health insurance, and other worker benefits costs will be included here and will represent a percentage of the total in Salaries/Stipends (object 100).

Purchased Services (300)

Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. Amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

A. Contractual Services

Provide a signed contractual agreement, including a written outline of services to be provided by individuals or firms. The SDE will be responsible for the external evaluation of all funded programs; therefore, no costs associated with an external evaluation should be included in the budget narrative.

B. Travel

Detail expenditures associated with transporting students and expenditures associated with business travel. Applicants should carefully assess costs associated with student transportation because often programs must rely on additional buses to ensure that students are returned home in a timely manner after the approved program hours have been met.

Applicants should include funds for project directors and at least one other staff member to travel to Columbia at least once during the first year and to attend at least one out-of-state conference pertaining to improving the effectiveness of community learning centers.

Supplies and Materials (400)

Amounts paid for material items of an expendable nature. Group in categories to avoid listing every item, but make sure that such expenditures are aligned with relevant program characteristics (objectives, number of participants, frequency of activity, etc.).

Capital Outlay/Equipment (500)

Identify type and specify quantity.

Indirect Costs (700)

Use the restricted indirect cost rate approved for the applicant's school district. If there is more than one school district to be served, then use the lowest indirect rate.

2. Budget Narrative (maximum of 3 pages)

Using a detailed chart format provided on page 28 (may be downloaded and used in application), itemize all proposed expenditures that grant funds will support. Follow the same organization as the Budget Report Form: group expenditures by “object” number as they appear on the annual Budget Report Form. Applicants should seek assistance from the local school district finance officer (or another experienced individual) to ensure that expenses are properly identified and entered correctly on the Budget Report Form. Although matching funds are not required and give no “competitive edge” to any application, applicants are encouraged to show any in-kind or match contributions that will be used to assist in the full implementation of the program.

E. Reviewers’ Scoring Rubric

The reviewers will use the following criteria in their assessment of applications. The total number of points for each section appears to the right.

Proposal Narrative	Max. Points
Section A: Statement of Need (2 pages)	____/15
<ul style="list-style-type: none">• The extent to which the application establishes the magnitude and scope of the need for services to be provided to students and their parents/guardians in the community and compelling objective evidence used to document the need. (10 points)• The extent to which the application describes how the proposed services will address the needs of students and the needs of working families. (5 points)	
Section B: Objectives and Evaluation (2 pages)	____/20
<p>Project Objectives. The extent to which the project objectives are specific, measurable, and relevant to the identified needs. The objectives must pertain to academic achievement, behavior, attendance (during the regular school year), family literacy, and sustainability, among other areas of concern. Objectives should represent reasonable measures of success for the proposed activities. (10 points)</p> <p>Evaluation Plan. The extent to which the kinds of data gathered, the way the data will be collected and analyzed, and the way the results will be presented can demonstrate that the objectives have been met.</p> <p>For each objective, the applicant should</p> <ol style="list-style-type: none">1. identify by position who will be responsible for collecting the corresponding data and preparing the reports;2. explain what types of data will be collected and how often;3. and explain how the information gathered will be analyzed, reported and subsequently used to improve the overall quality of the program or	


activity. (10 points)	
Section C: Description of Services (6 pages)	_____/40
<p style="text-align: center;">New Applicants Only</p> <p>1. The application must contain a clear description of the activities to be funded with this grant and how the activities are expected to improve student academic achievement.</p> <p>The extent to which the applicant</p> <ul style="list-style-type: none"> a) describes the specific activities that will be undertaken to attain the project objectives; b) describes how the proposed academic and enrichment activities are <i>based</i> upon scientific research; c) discusses how the instructional and enrichment activities are designed to be innovative and engaging and have been coordinated with activities which occur during the regular school day; and d) develops a proposed weekly schedule which reflects adequate duration and frequency of instructional activities. (25 points) <p style="text-align: center;">Recompeting Applicants</p> <p>1. The application must contain a clear description of the scope of the activities to be funded with funds secured through the applicant organization's sustainability efforts and a clear description of how the above-mentioned activities will be expanded or enhanced with 21st CCLC funds, if awarded.</p> <p>The extent to which the applicant</p> <ul style="list-style-type: none"> a) describes the specific activities that will be undertaken to attain the project objectives; b) describes how the proposed academic and enrichment activities are <i>based</i> upon scientific research; c) discusses how the instructional and enrichment activities are designed to be innovative and engaging and have been coordinated with activities which occur during the regular school day; and d) develops a proposed weekly schedule which reflects adequate duration and frequency of instructional activities. (25 points) <p style="text-align: center;">New and Recompeting Applicants</p>	

<p>2. The application must contain a description of how the proposed program was developed and will be carried out in active collaboration with other organizations, including local education agencies, community-based organizations, faith-based organizations, and other public and private organizations. Although a Memorandum of Agreement for each partnering organization and/or a Letter of Support from each supporter is required, the extent to which the role and responsibilities of each collaborative partner are clearly articulated in the context of the application to ensure sufficient evidence that all partners have been substantially involved in the design of the program and will remain involved in the implementation of the program. (8 points)</p> <p>3. The extent to which the application contains a clear description of the activities that will be provided to address the literacy and related education needs of the participants' families. (7 points)</p>	
<p align="center">Section D: Management and Sustainability (3 pages)</p>	<p align="right">_____/20</p>
<p>Management. The application must contain a description of the ability of the applicant to implement the project with regard to personnel, facilities, and materials. In addition, the application must contain a description of the experience the applicant has with providing the proposed services <i>or</i> the promise of success the applicant can demonstrate in providing these services.</p> <p align="center">New Applicants Only</p> <p>1. The extent to which the application contains a description of the applicant's ability to manage and coordinate successfully the program as described in the grant proposal. The applicants should highlight success in the financial and programmatic management of similar programs or grants. Charts, timetables, and position descriptions for key staff should be used to describe the structure of the project and the procedures for the successful management of the program.</p> <p><u>Note:</u> Although the project director's position does not have to be full time, it is expected that the person employed will be available to commit an appropriate amount of time overseeing all aspects of the program, including the timely submission of all reports and the regular monitoring of each program site. (6 points)</p> <p align="center">Recompeting Applicants Only</p> <p>1. The extent to which the application clearly describes the accomplishments, outputs, and outcomes the applicant has achieved to date during the previously funded, state-administered 21st CCLC grant. The description must address submission of reports, sustainability efforts, and family literacy efforts. (6 points)</p> <p align="center">New and Recompeting Applicants</p> <p>2. The extent to which the application clearly describes the federal, state, and</p>	

<p>local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources. Title I funds, Title IV funds, SC Lottery funds, county or city funds are all some of the examples that are appropriate to mention in this section. (2 points)</p> <p>3. The extent to which the application clearly describes plans to provide staff (including volunteers) with opportunities for training and professional development. The frequency of the training and the topics to be addressed should be identified in the description. (3 points)</p> <p>4. The extent to which the application clearly gives evidence that the facility to be used for the center is safe and easily accessible and that the students participating in the program will travel safely to and from the center. The applicant must show that a center located in a facility other than a public school will be at least as available and accessible to the students to be served as if the center were in a public school. (2 points)</p> <p>5. Additionally, the applicant must include a detailed transportation plan in the appendices. The plan should include the following information: the provider of the services (district, community- or faith-based organization, other); the number of buses to be used; the number of students per bus; the time of departure from the program site; the student drop-off locations; the time of arrival at the last drop-off point; and other relevant information. (5 points)</p> <p>6. The extent to which the application contains a description of how information about the center and its location will be disseminated to the community in a way that is understandable and accessible. Note: This description should include an explanation of how the community has been given notice of the intent to submit an application and how the application and any waiver request will be made available to the community for public review after submission of the application. (2 points)</p> <p>Sustainability. The extent to which the application contains a clear description of the appropriateness and thoroughness of the plan to continue the proposed program and activities after the grant period. The plan is detailed and systematic and clearly demonstrates the applicant's commitment to securing resources necessary to replace those lost through the reduction in funding initiated by the SDE. Applicants may not charge weekly fees as a means of sustaining their program. (5 points)</p>	
<p align="center">Budget Narrative (3 pages) and Form</p>	
<p>This section will not be scored but it must follow these guidelines: The resources must be adequate for accomplishing the stated objectives and are appropriate for the proposed activities. All costs, particularly those associated with personnel and equipment, must be reasonable and appropriate given the nature and</p>	

scope of the project. Applicants should ensure that the per-pupil cost is reasonable. For instance, an application with a budget of \$60,000 to serve 50 students will be considered reasonable; an application with a budget of \$150,000 to serve 50 students will not be considered reasonable. A note for Recompeting Applicants: Your application must clearly describe how you will use funds that have been secured through sustainability efforts and combine them with the funds requested to provide a quality program.	
Subtotal	___/100
Competitive Priorities (Bonus Points) <i>These points will be assigned by the coordinator of the review panel.</i>	15 Max.
Applications that propose to serve students who attend <i>schools identified for improvement</i> (pursuant to Section 1116 of Title I) <i>and</i> that are submitted jointly between at least one local school district and at least one public or private community organization will be given a competitive priority. (5-point maximum)	___/5
Applicants who qualify as a consortium will be given a competitive priority. A <i>consortium</i> , for purposes of this competition, is defined as any combination of collaborative partners that includes at least two public school districts and that proposes to serve a minimum of 125 participants per district for a minimum total of 250 students. A Memorandum of Agreement indicating the nature, frequency, and duration of support and/or services to be provided for each collaborative partner must be included in the Appendices of the application. (5-point maximum)	___/5
Applications that propose to operate a minimum of 15 hours per week, Monday through Friday. (10-point maximum)	___/10
TOTAL NUMBER OF POINTS	___/115

Reviewer's comments:

	<p>South Carolina Department of Education 21st Century Community Learning Centers 2007–08 Subgrant Application</p> <p style="text-align: center;">Cover Page</p>	<p>FOR SDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Cover Page

An *original* signature in blue ink of the authorized representative for each collaborative partner must be on the original copy of this page in the application packet.

Application Type (check all descriptions that apply to you)	
	Single Applicant (one organization only)
	Joint Applicant (at least two organizations, one of which must be a school or district)
	Consortium (any combination of collaborative partners that includes at least two public school districts and that proposes to serve a minimum of 125 students per district for a minimum total of 250 students)
	Recompeting Applicant

Amount Requested (Year One Only) \$_____

Primary Applicant: (must be the same as the fiscal agent)

Organization Name: _____

Type of Organization: _____ Phone: _____

Mailing Address: _____

Contact Person: _____


Mailing Address: _____

Phone _____ E-mail _____

Name of Authorized Representative: _____

Title: _____

Signature: _____ Date: _____

	<p>South Carolina Department of Education 21st Century Community Learning Centers 2007–08 Subgrant Application</p> <p>Cover Page (continued)</p>	<p>FOR SDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Partnering Applicants (Memorandum of Agreement must be attached for each partner):

Name of Organization	_____	
Type of Organization	_____	Phone: _____
Address:	_____	
Name of Authorized Representative	_____	
Title:	_____	
Signature:	_____	Date: _____
Name of Organization	_____	
Type of Organization	_____	Phone: _____
Address:	_____	
Name of Authorized Representative	_____	
Title:	_____	
Signature:	_____	Date: _____
Name of Organization	_____	
Type of Organization	_____	Phone: _____
Address:	_____	
Name of Authorized Representative	_____	
Title:	_____	
Signature:	_____	Date: _____

SUBGRANT APPLICATION TABLE OF CONTENTS

(Enter the appropriate page numbers.)

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Appendices (include all that are appropriate):

Memorandum of Agreement for each Collaborative Partners *(no page numbers)*

Letters from Supporters *(no page numbers)*

Contractual Agreement for each organization or business providing grant services *(no page numbers)*

Detailed Transportation Plan *(no page numbers)*

	<p>South Carolina Department of Education 21st Century Community Learning Centers 2007–08 Subgrant Application</p> <p>Program Summary Form</p>	<p>FOR SDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Program Summary Form

(Page one of two)

Primary applicant's name: _____

Type of organization (check the type that best characterizes the primary applicant):

- | | |
|---|---|
| <input type="checkbox"/> School district | <input type="checkbox"/> Faith-based organization |
| <input type="checkbox"/> Public school | <input type="checkbox"/> Day-care center |
| <input type="checkbox"/> Private school | <input type="checkbox"/> Government agency |
| <input type="checkbox"/> College/university | <input type="checkbox"/> For-profit organization |
| <input type="checkbox"/> Community-based organization | <input type="checkbox"/> Other: _____ |

Types of collaborative partners (check all that apply and include a MOA for each):

- | | |
|---|---|
| <input type="checkbox"/> School district | <input type="checkbox"/> Faith-based organization |
| <input type="checkbox"/> Public school | <input type="checkbox"/> Day-care center |
| <input type="checkbox"/> Private school | <input type="checkbox"/> Government agency |
| <input type="checkbox"/> College/university | <input type="checkbox"/> For-profit organization |
| <input type="checkbox"/> Community-based organization | <input type="checkbox"/> Other: _____ |

School district(s) to be served: _____

Name of schools to be served:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Amount of funding requested: _____	Total number of students to be served: _____
Date 2007–08 academic year begins: _____	Program start date: _____
	Program end date: _____

Type(s) of programs (check all that apply):

- ☐ Before-school
 ☐ After-school
 ☐ Weekend
 ☐ Summer

Days of the week the program will regularly and consistently operate (check all that apply):

<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	<input type="checkbox"/> Saturday	<input type="checkbox"/> Sunday
---------------------------------	----------------------------------	------------------------------------	-----------------------------------	---------------------------------	-----------------------------------	---------------------------------

Note: The academic school year is 36 weeks and 180 days.

Total hours of operation per week: _____ Number of hours per day: _____

Actual hours of daily operation (for example, 3–6): _____

Number of weeks per academic year (excluding summer): _____

Number of hours per day during the summer: ____ Number of weeks: _____

Actual hours of daily operation during the summer: (for example, 9–12): _____

Program Summary Form (Page two of two)

Site Locations (*attach an additional sheet if necessary*):

1. Name: _____
Address: _____
Phone number: _____
Site contact: _____
Number of students to be served: _____
Is there an after-school program currently operating at this site? ____Yes ____No
If yes, what is the funding source (s) of the current program? How many students are currently being served? How many days per week is the existing program operating?

If awarded, how will 21st CCLC funds be used to expand the current program? _____

2. Name: _____
Address: _____
Phone number: _____
Site contact: _____
Number of students to be served: _____
Is there an after-school program currently operating at this site? ____Yes ____No
If yes, what is the funding source (s) of the current program? How many students are currently being served? How many days per week is the existing program operating?

If awarded, how will 21st CCLC funds be used to expand the current program? _____

3. Name: _____
Address: _____
Phone number: _____
Site contact: _____
Number of students to be served: _____
Is there an after-school program currently operating at this site? ____Yes ____No
If yes, what is the funding source (s) of the current program? How many students are currently being served? How many days per week is the existing program operating?

If awarded, how will 21st CCLC funds be used to expand the current program? _____

Program Activities (check all that apply):

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic enrichment | <input type="checkbox"/> Drug and violence prevention | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Science education | <input type="checkbox"/> Remedial education | <input type="checkbox"/> Math education |
| <input type="checkbox"/> Music education | <input type="checkbox"/> Tutoring services | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Character education | <input type="checkbox"/> Computer training | <input type="checkbox"/> Art education |
| <input type="checkbox"/> Reading education | <input type="checkbox"/> Language arts education | <input type="checkbox"/> Drug prevention |
| <input type="checkbox"/> English as second language | <input type="checkbox"/> Violence prevention | <input type="checkbox"/> Family literacy |
| <input type="checkbox"/> Behavior modification | <input type="checkbox"/> Other: _____ | |

Budget Report Form

NOTES: Funds remaining from the 2007–08 grant cycle will not be carried over into the next grant cycle. Such funds will be retained by the SDE.

Applicants should ensure that the amount of funds requested is reasonable and appropriate in terms of the number of students to be served. The average cost of services per pupil is between \$1,000 and \$1,250 per year.

If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SDE could request the applicant to assume a portion of the cost.

ANNUAL BUDGET REPORT FORM

OBJECT	AMOUNT
Salaries/Stipends (100)	
Employee Benefits (200)	
Purchased Services (300)	
Supplies and Materials (400)	
Capital Outlay (500)	
Indirect Costs (700)	
TOTAL	

Name of Authorized Fiscal Agent

Date

Signature of Authorized Fiscal Agent

Date

Budget Narrative Form

This chart provides a suggested template for the narrative for the first year only. Insert rows as needed to clarify information. Matching funds are not required for this grant and provide no “competitive edge.”

A note for Recompeting Applicants: Your application must clearly describe how you will use funds that have been secured through sustainability efforts and combine them with the funds requested to provide a quality program.

Line Item (by Category) Items listed below are for example only. Provide formulas used to calculate cost	Request from 21 st CCLC (what you are asking this grant to pay for)	In kind or Match (what you already have or will get to fully implement the project)	Total Cost
<i>Salaries and Stipends (100)</i>			
Salaries: (include all full-time and part-time persons who will work in the project) think of drivers, tutors, etc)—show how much each person will earn per hour; include number of days, number of weeks, etc.			
<i>Benefits (200)</i>			
Fringe Benefits (itemize; show percentage used to calculate fringe rate and what the fringe covers)			
<i>Purchased Services (300)</i>			
Contactual Services—who will you contract with? for what purpose? how many days? rate per day?			
Travel—explain who will travel, where? how many days? how many miles? How often? rate per mile?			
<i>Supplies and Materials (400)</i>			
Itemize groups of supplies and materials; for example, Office supplies (provide details such as paper, pens, and envelopes--\$20 per month x 12 months) The items below are only suggestions for grouping ONLY			
Workbooks (how many @ unit price)			
Arts & Crafts supplies			
<i>Capital Outlay/Equipment (500)</i>			
<i>Indirect Costs (700):</i> what is the district restricted rate?			
Total			

Request for Tax Identification Number and Certification
(To be completed by fiscal agent)

Form W-9 (Rev. December 1996) Department of the Treasury Internal Revenue Service	Request for Taxpayer Identification Number and Certification	Give form to the requester. Do NOT send to the IRS.
Please print or type	Name (If a joint account or you changed your name, see Specific Instructions on page 2.)	
	Business name, if different from above. (See Specific Instructions on page 2.)	
	Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	City, state, and ZIP code	
Part I Taxpayer Identification Number (TIN)		List account number(s) here (optional)
<div style="display: flex; align-items: center;"><div style="flex: 1;"><p>Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). However, if you are a resident alien OR a sole proprietor, see the instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How To Get a TIN on page 2.</p><p>Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.</p></div><div style="flex: 1; text-align: center;"><div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social security number</div><div style="display: flex; justify-content: space-around; width: 100px;"><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div></div><p>OR</p><div style="border: 1px solid black; padding: 5px;">Employer identification number</div><div style="display: flex; justify-content: space-around; width: 100px;"><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div></div></div></div>		Part II For Payees Exempt From Backup Withholding (See the instructions on page 2.)
Part III Certification		
<p>Under penalties of perjury, I certify that:</p> <ol style="list-style-type: none">The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), andI am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding. <p>Certification Instructions.—You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 2.)</p>		
Sign Here	Signature ▶	Date ▶
<div style="display: flex;"><div style="flex: 1;"><p>Purpose of Form.—A person who is required to file an information return with the IRS must get your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.</p><p>Use Form W-9 to give your correct TIN to the person requesting it (the requester) and, when applicable, to:</p><ol style="list-style-type: none">Certify the TIN you are giving is correct (or you are waiting for a number to be issued).Certify you are not subject to backup withholding, orClaim exemption from backup withholding if you are an exempt payee.<p>Note: If a requester gives you a form other than a W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.</p><p>What Is Backup Withholding?—Persons making certain payments to you must withhold and pay to the IRS 31% of such payments under certain conditions. This is called "backup withholding." Payments that may be subject to backup withholding</p></div><div style="flex: 1;"><p>include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.</p><p>If you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return, payments you receive will not be subject to backup withholding. Payments you receive will be subject to backup withholding if:</p><ol style="list-style-type: none">You do not furnish your TIN to the requester, orThe IRS tells the requester that you furnished an incorrect TIN, orThe IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), orYou do not certify to the requester that you are not subject to backup withholding under 3 above (for reportable interest and dividend accounts opened after 1983 only), or</div><div style="flex: 1;"><p>5. You do not certify your TIN when required. See the Part III instructions on page 2 for details.</p><p>Certain payees and payments are exempt from backup withholding. See the Part II instructions and the separate Instructions for the Requester of Form W-9.</p><p>Penalties</p><p>Failure To Furnish TIN.—If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.</p><p>Civil Penalty for False Information With Respect to Withholding.—If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.</p><p>Criminal Penalty for Falsifying Information.—Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.</p><p>Misuse of TINs.—If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.</p></div></div>		

Assurances and Terms and Conditions

Each application requires the signature of the authorized representative for the primary applicant on the Assurances and on the Terms and Conditions Forms. Original signatures must be on the original copy of the application.

NOTE: Funds for this program must be used to supplement, not supplant, funds from nonfederal sources. Any program activity required by state law or State Board of Education rules may not be funded with these monies. These monies may not be used to maintain program activities previously funded from nonfederal sources. Grant awardees must maintain documentation clearly demonstrating the supplementary nature of these funds.

ASSURANCES—Page One of Two

As the duly authorized representatives of _____ ,
I certify that this applicant (Please type the name of the primary applicant)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.

ASSURANCES—Page Two of Two

- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will use these funds to increase the level of state, local, and other nonfederal funds that would, in the absence of these funds, be made available for programs and activities authorized under this part and in no case to supplant federal, state, local, or nonfederal funds.
- G. Has developed and will carry out the proposal in active collaboration with the schools the targeted students attend.
- H. Has primarily targeted students who attend schools eligible for school-wide programs under Title I and the families of these students.
- I. Has given the community notice of an intent to submit an application, and the application and any waiver request will be available for public review after submission of the application.
- J. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2005).
- K. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2005) if the amount of this award is \$50,000 or more.

Name of Organization

Signature of Authorized Representative

Date

TERMS AND CONDITIONS—Page One of Two

- A. Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. Termination.** The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.
- C. Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.
- E. Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant and will be in a format determined by the SDE.
- J. Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
 - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (Federal, state, or local) entity.

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K. Audits

- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

L. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

M. Reduction in Budgets and Negotiations. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

N. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Name of Organization

Signature of Authorized Representative

Date

GEPA Statement Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan

to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4250.

